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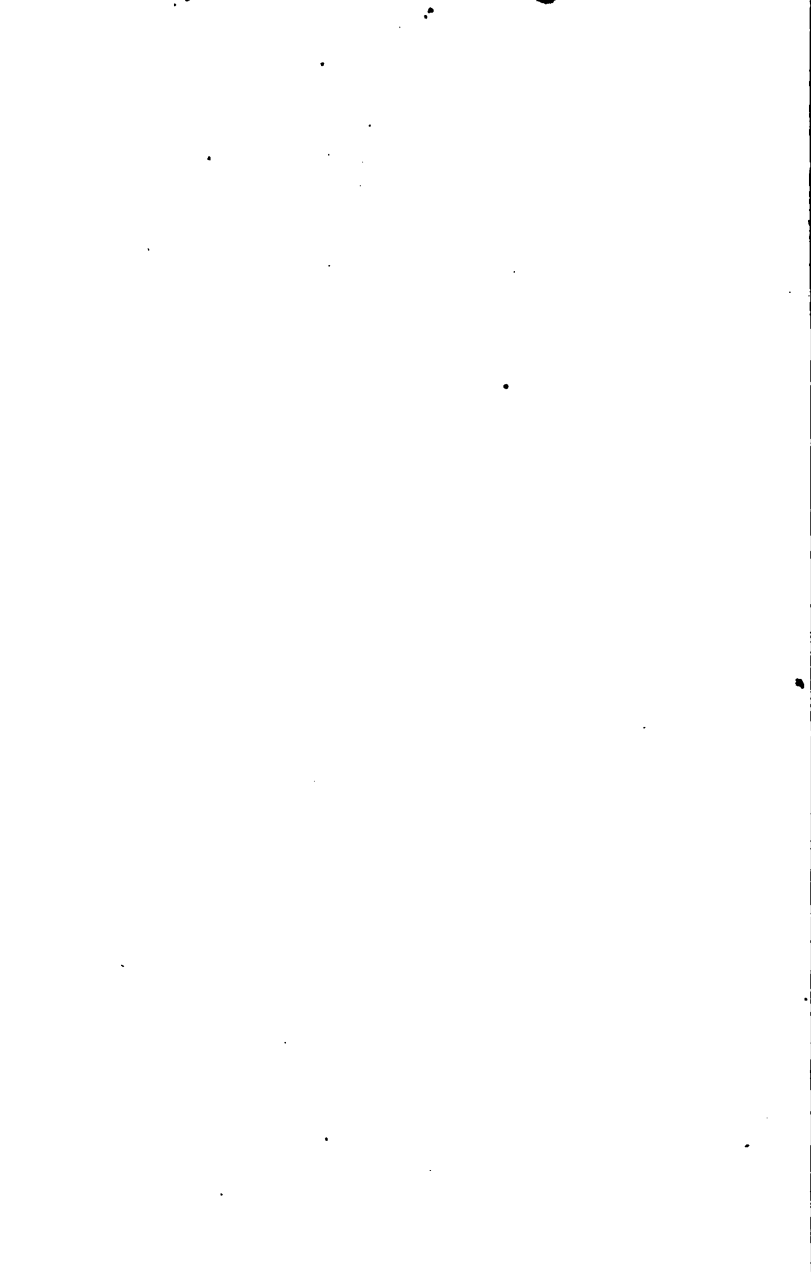
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FIRST LESSONS

IN THE

ENGLISH LANGUAGE

BY

THOS. W. HARVEY, A. M.

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LANGUAGE, AND OF THE GRADED-SCHOOL READERS.

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PREFACE.

An attempt has been made, in this little manual, to arrange a series of progressive lessons in the use of language, which shall lead the pupil to express thought accurately and concisely, and to avoid, as well as to criticise, the most common inaccuracies of expression. The book in its present form is simply an extension and application of the principles sketched out in the "Oral Lessons" of the author's Elementary Grammar.

As will be seen, grammatical terms have been used sparingly—those only being introduced with the application of which every pupil ought to be made familiar in the third or fourth year of school life.

Sentence-making and composition writing are, it is believed, presented in a natural and attractive manner. Words are given for the pupil to use in sentences. At first, all the words to be used are given; then, a part of them. After the pupil has acquired some facility in the construction of sentences, he is taught to use groups of words, or phrases and clauses, as single words.

As a closing exercise in sentence-making, the subject and the predicate of a sentence are given, the pupils being required to suggest modifiers, and to arrange into sentences such words and groups as he may select. Experience has demonstrated that this is a natural method of instruction, and that pupils taught in this manner soon learn to express their thoughts with accuracy and facility.

Composition writing is begun with picture lessons. The pupil is taught to tell what he sees in a picture, and to answer questions about the objects represented in it. The description and the answers following it make a composition. He is next taught to study a picture, to exercise his inventive powers in writing short stories suggested by it; then, to imagine that what he sees through a window or a door is a picture as easy to be described as a painting or an engraving. Afterward, all real or imaginary picture frames being removed, he is required to describe actions as they actually occur. These lessons have been used in many schools with the most satisfactory results.

The description of single objects belongs to an advanced course of instruction, and its treatment will receive attention in the second book of this series. With due deference to the opinions of those who differ from him, the author must enter his protest against requiring young pupils to perform tasks which are severe tests of the ability and ingenuity of those belonging to the higher departments of our schools.

The intelligent teacher need not be told that some of the lessons in sentence-making may be used in the instruction of pupils as soon as they are able to read in a primer or first reader. The same may be said of some of the picture lessons. In fact, the sooner this work is begun, the better for the pupil. He can not too soon be taught to express his thoughts in written language. Thorough work must be insisted on, however; and no exercise or class of exercises should be omitted, neither should any exercise be abandoned until the pupil has mastered all its requirements. In the use of this book the teacher as well as the pupil should "make haste slowly."

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FIRST LESSONS

IN THE

ENGLISH LANGUAGE.

1. The Alphabet.

The teacher writes on the blackboard—m, c, n, l, s, g, a, h, q, e, k, r, d, x, v, i, y, w, j, u, o, t, f, p, z, b.

Teacher. What are these characters called?

Pupils. They are called *Letters*.

T. How many letters have I written?

P. You have written twenty-six letters.

T. Have you seen them written in this order before?

P. We have not.

T. In what order have you seen them written or printed?

A pupil. In this order: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

T. Can you tell me what the arrangement is called when the letters are written in this order?

P. It is called the *Alphabet*.

2. Words.

Teacher. Can any one tell me what a letter represents?

A pupil. A letter represents a sound.

T. That is right. We articulate one of these sounds, or combine two or more of them, and have a *Syllable*. We

take one of these syllables, or combine two or more of them, and make a *Word*. When we talk or write, we use words to express our thoughts. What, then, is a *word*?

A pupil. *A WORD is a syllable or a combination of syllables used in expressing thought.*

The teacher writes this definition on the blackboard; the pupils copy it and commit it to memory.

3. The Noun.

Teacher (*taking a book from his desk*). What is this?

Pupils. That is a book.

The teacher writes this answer on the blackboard; the pupils copy it on their slates.

T. (*pointing to the word "book"*) Is that a book?

P. No; that is a word.

T. That is right. It is a word used as the *name* of a *thing*, or *object*. I hold in my hand an object called a book. The name of this object is written on the blackboard.

The teacher calls the attention of the pupils, in a similar manner, to a *pen*, a *bell*, a *crayon*, a *pencil*, a *slate*, a *ruler*, an *inkstand*, or to any other objects on his desk or in the room.

T. Write these names on your slates, in columns, as I write them on the blackboard:

Book.	Pencil.
Pen.	Slate.
Bell.	Ruler.
Crayon.	Inkstand.

T. With what does each word begin?

P. Each word begins with a capital letter.

T. What is placed after each word?

P. A period is placed after each word.

T. What are these words?

P. They are the names of objects.

T. Now, a *name* is called a *noun*. What, then, are the words which you have just written?

P. They are nouns.

T. Why?

P. Because they are names.

T. You may now tell me what a noun is.

A pupil. A NOUN is a name.

T. Write that answer on your slates, and commit it to memory.

Require the pupils to write, in columns, the names of all objects in the school room—in the sitting room at home—in the parlor—in the kitchen—also, the names of objects seen on their way to school.

4. Kinds of Nouns.

I.

The teacher writes the words *boy*, *girl*, and *city*, on the blackboard, and then asks: What are these words?

Pupils. They are nouns, because they are names.

Teacher. Can I use the word *boy* when I wish to speak of any boy in the school or in the world?

P. Yes; you can.

T. It is a name, then, which is *common* to all boys; that is, it can be applied to each of them. What kind of noun shall we call it?

P. We will call it a *common noun*.

T. What kind of noun is *girl*?

P. *Girl* is a *common noun*.

T. Why?

P. Because it is a name which can be applied to all girls.

T. What can you say of the word *city*?

P. *City* is a *common noun*, because it belongs to all cities.

T. Objects of the same kind form what is called a *class*.

The name of the class can be applied to any object belonging to it. Now, what is a common noun?

A pupil. A COMMON NOUN is a name which may be applied to any one of a class of objects.

T. Write that answer on your slates, and commit it to memory.

II.

Teacher. (*Writes*) "John." Is this word a common noun?

Pupils. No; it is not.

T. Why is it not a common noun?

P. Because it can not be applied to all boys.

T. That is true; but why do boys have different names?

A pupil. Because we could not tell one from another if they all had the same name.

T. Very well; but do not say "*tell* one from another;" say "*distinguish* one from another." *Distinguish* is a better word to use than *tell*. Now, a name which is used to distinguish one object from another of the same kind or class, is called a *proper noun*. Proper nouns are the names of particular objects. What kind of noun is *John*?

P. *John* is a *proper noun*.

T. Why?

P. Because it is the name of a particular boy.

T. What kind of noun is *Mary*?

P. *Mary* is a *proper noun*, because it is the name of a particular girl.

T. What kind of noun is *Boston*?

P. *Boston* is a *proper noun*, because it is the name of a particular city.

T. Can you now tell me what a proper noun is?

A pupil. A **PROPER NOUN** is the name of a particular object.

T. Write that answer on your slates, and commit it to memory. Remember that a proper noun should always begin with a capital letter, and that a common noun should begin with a small letter, unless it is the first word in a sentence. The word *I* should always be a capital letter. Write the words which I pronounce. Do not write them in columns, but in lines. Be very careful to place a comma (,) after every word except the last. What should be placed after the last word?

P. A period should be placed after the last word.

EXERCISES.

Fence, road, Silas, gate, barn, James, house, cow, hen, bird, Emma, Toledo, corner, harrow, woods, fields, Portland, sled, wagon, Richmond, Nashville, peach, plum, Louisville, lake, I, Pittsburgh, Chicago.

Examine the slates. Should any mistakes be found in the use of capital letters or the comma, make the necessary corrections. Require the exercises to be neatly written.

5. Names of Objects known by the Senses.

Teacher. Write on your slates the names of six objects which you can see. Write them in two columns, three words in each column.

Pupils write as directed.

T. Alice, you may read the names you have written.

Alice reads:

Apple.

Window.

Desk.

Stove.

Chair.

Door.

T. What can you tell me about an apple?

Alice. An apple grows on a tree.

T. Very well; write your answer on your slate. With what should the first word begin, and what should be placed after the last word?

A. The first word should begin with a capital letter, and a period should be placed after the last word.

T. That is right. All the pupils may write Alice's answer on their slates. Willie, what can you tell me about a stove?

Willie. A stove is made of iron.

T. You may all write that answer.

Ask similar questions about other objects whose names have been written by the pupils, and require the answers to be expressed in writing.

EXERCISES.

1. Write the names of six things that may be known by the sense of hearing. 2. Of six things that may be known by the sense of touch. 3. Of six things that may be known by the sense of taste. 4. Of six things that may be known by the sense of smell.

Talk with the pupils about the objects whose names are given. Encourage them to tell what they know of their properties, uses, etc. Let them write sentences like these: "Sugar is sweet." "Oranges grow in Florida." "I heard it thunder." See that all the words are spelled correctly, that

each sentence and every proper noun begins with a capital letter, and that a period is placed at the end of each sentence.

6. Number.

Teacher. (*Writes*) "Fan. Fans." Does the first word I have written denote one object or more than one?

Pupils. It denotes but one object.

T. Does the second word denote one or more than one object?

P. It denotes more than one.

T. That is right. When a noun denotes but one object, it is said to be in the *Singular Number*; when it denotes more than one object, it is said to be in the *Plural Number*. What does the singular number denote?

A pupil. *The SINGULAR NUMBER denotes but one object.*

T. Write that answer. What does the plural number denote?

A pupil. *The PLURAL NUMBER denotes more than one object.*

T. Write that answer, also. What difference is there in the spelling of the two words I have written?

P. The second word ends with *s*.

T. Is that word in the singular or the plural number?

P. It is in the plural number, for it denotes more than one fan.

T. (*Writes*) "Church. Churches." What have I added to *church* to make it plural?

P. You have added *es*.

T. These are two ways of forming plurals. There are many other ways. Nouns ending in *f* or *fe* usually change

these endings to *ves*; those ending in *y* with a vowel before it, add *s*; those ending in *y*, with a consonant before it, change *y* to *ies*; and those ending in *o* with a consonant before it, add *es*.

EXERCISES.

Write the plurals of the following nouns:

Book, fence, box, desk, pencil, potato, money, rose, folly, calf; man, boy, girl, child, woman, wind, knife, vessel, house, road, ox.

The teacher should assist the pupils in writing these plurals. They can not remember and apply a large number of rules for their formation. The plural forms must be learned by practice in writing them.

7. Sentence-Making.

I.

Teacher. Copy these words on your slates: *book, this, mine, is*. Do these words express any meaning as they are now written?

Pupils. They do not.

T. Arrange them so that they will express some meaning.

P. "This book is mine."

T. Arrange them so that they will ask a question.

P. "Is this book mine?"

T. Well done. When groups of words express some meaning, they are said to make complete sense. Such groups are called *sentences*. What, then, is a sentence?

A pupil. A SENTENCE is a group of words making complete sense.

If necessary, the teacher may assist the pupil in expressing this definition. Write it on the blackboard, and let the pupils copy it and commit it to memory.

T. What should you place after the last word in the first sentence written to-day?

P. We should place a period after the last word.

T. That is right; always place a period after the last word of a sentence which is the statement of a fact. "This book is mine," is the statement of a fact; therefore, a period should be placed after the last word. What should you place after the last word in the second sentence?

A pupil. We should place a period there.

T. That is not right; this mark (?), called an *interrogation point*, should be placed after the last word in a written or printed question. Now arrange these words so that they will form a sentence: *Iceland, very, is, in, it, cold.*

P. "It is very cold in Iceland."

T. Arrange them so that they will ask a question.

P. "Is it very cold in Iceland?"

T. What mark should you place after the last word in the second sentence?

P. We should place an interrogation point there.

T. Why?

P. Because a question is asked.

T. (*Writes*) "A sentence which states a fact, is a *declarative sentence*. A sentence which asks a question, is an *interrogative sentence*." What is a declarative sentence?

A pupil. A DECLARATIVE SENTENCE is a sentence which states a fact.

T. Write your answer on your slates and commit it to memory. What is an interrogative sentence?

A pupil. An INTERROGATIVE SENTENCE is a sentence which asks a question.

T. Write that answer also, and commit it to memory.

EXERCISES.

Form sentences of the following words:

1. Lesson, an, this, easy, is. 2. June, cherries, ripe, in are. 3. Lemons, where, grow, do. 4. Is, house, our, hill, the, under. 5. River, into, cap, the, fell, boy's, little, red. 6. Deep, our, is, lane, very, in, snow, the. 7. Spring, corn, the, in, plants, farmer, a. 8. Ice, smooth, the, when, I, skate, to, like, very, is. 9. Aunt, river, the, toll-gate, over, beyond, lives, the, my.

Write other groups, and require the pupils to arrange them into sentences. Use this exercise until the pupils can easily and readily construct sentences containing not less than fifteen words.

8. Corrections.

The teacher writes the following sentence on the black-board: "jon put his Hatt on mi desk?"

Teacher. Have I made any mistakes in writing this sentence?

Pupils. Yes; you have made several mistakes.

T. Emma, will you point out one of them?

Emma. The first word does not begin with a capital letter, and it is not spelled correctly.

T. How should it be spelled?

E. It should be spelled *J-o-h-n*.

T. Should it begin with a small letter if it were not the first word in the sentence?

E. No, it should not; for it is a proper name, and a proper name should always begin with a capital letter.

T. Frank, can you point out any other mistake?

Frank. *Hat* should not begin with a capital letter, and it should be spelled with one *t*.

T. Why should it not begin with a capital letter?

F. Because it is a common name, and is not the first word in the sentence.

T. Are all the other words spelled correctly?

A pupil. No; *my* should be spelled *m-y*, not *m-i*.

T. Cora, do you notice any other mistake?

Cora. Yes, I do. An interrogation point should not be placed after the last word, because no question is asked.

T. What mark should be placed there?

C. A period; for a period should be placed after the last word of a sentence which tells something.

T. Very good, indeed; but you should say "which states a fact," not "which tells something." You may all write the sentence on your slates as it should be written.

EXERCISES.

Correct the mistakes in the following sentences:

1. Silas soled mee his Dog for a Dolar.
2. we shal hev plenty of Apples this Faul.
3. how menney Horses has your Father got.
4. i found 3 old Knifes in our Gardin?
5. Where does your Unkel james live.
6. he lives in texas.
7. can you write fore Words in too Sekons.
8. perhaps i cann. i will try.
9. london is a verry large citty in england?

9. Sentence-Making.

II.

Teacher. (*Writes*) "Me, book, James, a, bring." Arrange these words so as to form a sentence.

A pupil. "James, bring me a book."

T. Is a fact stated in that sentence?

P. There is not.

T. Is a question asked?

P. There is not.

T. Correct. James is told to do something—a command is made. For that reason, it is called an *imperative sentence*. Can you now tell me what an imperative sentence is?

A pupil. An IMPERATIVE SENTENCE is a sentence which makes a command.

T. Write that answer, and commit it to memory. A period should be placed after an imperative sentence, or a sentence which simply makes a command; and a comma after the name of a person or object to whom the command is given or the name of a person addressed.

EXERCISES.

Form sentences of the following words:

1. Go, your, seats, to, boys. 2. Me, your, lend, book, Jane. 3. Home, go, once, at, Ponto. 4. Minutes, lesson, ten, pupils, study, the. 5. Question, Anna, this, answer. 6. Arms, your, me, in, carry, mother. 7. Team, into, the, drive, the, Jonas, barn. 8. Time, not, your, do, waste. 9. Parents, obey, your, always.

Point out the names of the persons or objects addressed in these sentences.

10. Sentence-Making.

III.

Teacher. (*Writes*) "Cold, is, how, Oh, it." Arrange these words so as to form a sentence.

A pupil. "Oh, how cold it is."

T. What mark did you place after the last word?

P. I placed a period after the last word.

T. You should have placed this mark (!) there. It is called an *exclamation point*. A sentence, which expresses

some strong feeling or emotion, is called an *exclamatory sentence*. An exclamation point should be placed after the last word of such a sentence. What is an exclamatory sentence?

A pupil. *An EXCLAMATORY SENTENCE is a sentence which expresses some strong feeling or emotion.*

T. All may write that answer, and commit it to memory.

NOTE.—The teacher should explain the meaning of the term "emotion."

Teacher. (*Writes*) "Hurra! our side has won!" Does the word "hurra!" help to state a fact or to ask a question?

Pupils. It does not.

T. That is right. It denotes that we are pleased—that we are excited by a feeling or emotion of pleasure. It is called an *interjection*. Other interjections denote grief, joy, pity, fear, pain, etc.; but they all denote feeling or emotion of some kind. What, then, is an interjection?

A pupil. *An INTERJECTION is a word which denotes feeling or emotion.*

T. Write that answer, and commit it to memory. An exclamation point is usually placed after an interjection, but not always, unless it stands alone. Remember that *O*, when an interjection, is always a capital letter.

EXERCISES.

Form sentences of the following words:

1. Clock, four, hark, the, strikes. 2. Am, ha, ha, ha, I, it, glad, of. 3. He, so, say, hem, did. 4. Pretty, is, oh, she, how. 5. Away, pshaw, go. 6. Don't, it, ugh, like, I.

Point out the interjections in the sentences written.

11. Sentence-Making.

IV.

Teacher. I have heretofore given you all the words which you were to use in making sentences. I will now give you only a part of them. You may write a sentence containing the words *rained, last, hard*. Supply words necessary to make complete sense,

A pupil. "It rained hard last night."

T. Well done. Has any one a different sentence?

First pupil. "How hard it rained last night!"

Second pupil. "Do you know that it rained hard last night?"

T. Write a sentence containing these words: *flowers, the, bloom*. Each sentence must consist of more than four words.

First pupil. "Flowers bloom in the garden."

Second pupil. "The flowers will bloom when spring comes."

Third pupil. "Will the flowers bloom next week?"

Fourth pupil. "When will the flowers bloom?"

EXERCISES.

Write sentences containing the following words :

1. Fish, river, caught. 2. Birds, nests, build. 3. Let, slate, pencil, your. 4. Where, swallows, winter. 5. Did, elephant. 6. Seven, fourteen. 7. Bugs, basket. 8. Brothers, sled, upset. 9. Lesson, learn, minutes. 10. Many, how, dollar. 11. Gold. 12. Paris, France. 13. Albany, New York.

Pay particular attention to the choice of words in these exercises.

12. Sentence-Making.

V.



Teacher. Look at this picture. Where are the boy and the girl sitting?

Pupils. The boy and the girl are sitting on the grass.

T. Write your answer. What words in the answer tell where these children are sitting?

P. The words *on the grass*.

T. Draw a line under those words. What is the boy pointing at?

P. The boy is pointing at a sheep and a lamb.

T. Write your answer, and draw a line under the words which tell what the boy is pointing at. Under what words have you drawn the line?

P. Under the words *at a sheep and a lamb*.

T. Where is the lamb?

P. The lamb is standing by the side of the sheep.

T. Write that answer, also, and draw a line under the words which tell where the lamb is standing. Under what words is it drawn?

P. Under the words *by the side of the sheep*.

T. When do you think the boy and the girl will go home?

A pupil. I think they will go home when it begins to grow dark.

T. What words in your answer tell when they will go home?

P. The words *when it begins to grow dark*.

Show other pictures to the pupils; ask questions about the objects in them; require all the answers to be written, and lines to be drawn under all modifying phrases and clauses.

13. Sentence-Making.

VI.

Teacher. Copy on your slates what I write on the black-board. (*Writes*) "Trees grow in the forest." What words tell where trees grow?

Pupils. The words *in the forest*.

T. (*Writes*) "The knife which you found belongs to me." What words tell which knife belongs to me?

P. The words *which you found*.

T. (*Writes*) "I shall leave when the clock strikes four." What words tell when I shall leave?

P. The words *when the clock strikes four*.

T. Now, each of these groups is used, like a single word, to assist in expressing the exact meaning of a sentence. We can not always do this with single words. These groups begin with such words as *in, on, to, of, for, from, with, through, over, under, up, down, beyond, beneath, who, that, which, whose, whom, when, where, etc.*

You may now arrange these words and groups, separated by commas, into a sentence. (*Writes*) *Came, friends, through the woods, our, from the village.*

First pupil. "Our friends came from the village through the woods."

T. Has any one a different arrangement?

Second pupil. "Our friends came through the woods from the village."

T. Arrange these words and groups into a sentence.
(Writes) *To a store, went, where hats are sold, we.*

P. "We went to a store where hats are sold."

EXERCISES.

Arrange the following words and groups into sentences :

1. To some poor people, gave, my, I, money. 2. House, he, with a light heart, the, left. 3. Whose father you saw, the, to our school, goes, boy. 4. Saw, toward us, vessel, we, on the third day, a, sailing. 5. Up the street, Sarah, with Jane, went, when she left us. 6. You, to hunt, like, do, for, eggs, in the barn. 7. Of books, gave, a, for my brother, me, package, he.

Do not call these groups "phrases" and "clauses." Call them "groups" only.

14. Sentence-Making.

VII.

Teacher. I will give you to-day only a part of the words and groups which you are to use in writing sentences.
(Writes) *Lesson, I, in twenty minutes.* Arrange these into a sentence, supplying necessary words and groups.

A pupil. "I learned my lesson in twenty minutes."

T. Has any one a different sentence?

First pupil. "I can learn my spelling lesson in twenty minutes."

Second pupil. "I think we can recite our lesson in twenty minutes."

Let the pupils read the sentences which have been written. Correct all inaccurate expressions.

T. Use these words and groups in an interrogative sentence: *who, on my desk, a.*

First pupil. "Who put a slate on my desk?"

Second pupil. "Who left a pencil on my desk yesterday?"

Third pupil. "Who made a mark on my desk this morning?"

T. Use these words and groups in a declarative sentence: *where the men are, went.*

First pupil. "I went to the place where the men are."

Second pupil. "John went into the shop where the men are at work."

Third pupil. "James went with his father to the hall where the men are."

EXERCISES.

Write sentences containing the following words and groups :

1. Over the river, rode.
2. Wrote, who, on my slate.
3. Ran, wolf, through the woods.
4. In the fall, chestnuts.
5. Merchant, sells.
6. Cat, mouse.
7. Nest, builds, a.
8. When the sun shines, day.
9. Where the ground is wet, not.
10. That barks, afraid, boy.

15. Sentence-Making.

VIII.

The teacher writes "Flowers bloom" on the blackboard, with a wide space between the words.

Teacher. What kinds of flowers bloom?

The pupils suggest *small, large, sweet, beautiful, white, red, blue*, etc. The teacher writes these words, in a column, before the subject.

T. Tell me something about flowers, beginning with the word "for."

The pupils suggest *for bouquets, for wreaths*, etc. These phrases are written after the subject.

T. Tell me something about them, beginning with the word "that."

The pupils suggest *that grow in the garden, that grow in the woods, that grow in the house*. These clauses are written after the subject.

T. Tell me where the flowers bloom, beginning with "in," "on," "by," or "where."

The pupils suggest *in the garden, in the house, on the hill, by the road side, where the soil is rich*, etc. These phrases and clauses are written after the predicate.

T. Tell me when the flowers bloom, beginning with "in," "after," or "when."

The pupils suggest *in the spring, in the winter, after the snow is gone, when the weather is warm, when winter comes*, etc. These phrases and clauses are written as before.

The teacher asks other questions which lead the pupils to suggest *early, late, abundantly*, etc. These words are written by the teacher after the predicate.

T. You may now take any of these words and groups and arrange them so as to form a sentence. What have you written?

First pupil. "Beautiful flowers bloom in the garden when spring comes."

Second pupil. "Sweet flowers bloom early by the road side."

Third pupil. "Flowers for bouquets bloom in the house when winter comes."

Fourth pupil. "Flowers that grow in the woods bloom after the snow is gone."

Each pupil reads a sentence. Should there be any faulty

arrangement of words or inaccuracy of statement, it should be corrected. The pupils will soon learn to criticise their own work as well as that of their classmates.

EXERCISES.

Use the following sentences in exercises similar to the preceding :

1. Winds blow. 2. Snow falls. 3. Trees grow. 4. Pupils learn. 5. Dogs bark. 6. Birds sing. 7. Vessels sail. 8. Ice melts. 9. Boys play. 10. Waves dash.

16. Sentence-Making.

IX.

Teacher. (*Writes*) "And, truthful, are, Silas, honest, William, and, Horace." Arrange these words into a sentence.

A pupil. "Horace, Silas, and William are honest and truthful."

T. What mark have you placed after *Horace* and *Silas*?

P. I have placed no mark after those words.

T. A comma should be placed after them. Copy what I write. (*Writes*) "Whenever more than two words of the same kind are used together, they should be separated by commas." Do you think you can remember that rule?

P. I think I can.

T. Copy this, also. (*Writes*) "Whenever two words of the same kind are used together, they are not usually separated by commas, but are connected by *and*, *or*, or some similar word." Should there be any comma after *honest* in the sentence which you wrote a little while ago?

P. There should not.

T. Why?

P. Because it is one of two words of the same kind used together.

T. What word connects them?

P. The word *and*.

EXERCISES.

Use the following words in sentences—place commas in the proper places :

1. Morning, and, bright, is, joyful. 2. Cold, the, thirsty, hungry, was, boy, and. 3. Kind, Emma, gentle, affectionate, and, Alice, Louisa, and, are. 4. Dog, or, run, my, jump, did. 5. Clear, the, is, water, cold, and.

17 Abbreviations.

I.

Teacher. (*Writes*) "Dr. Wilson is a brother of Gen. Wilson, and the father of Mrs. Lockwood." Can you tell me what the first word of this sentence is?

A pupil. The first word is *Doctor*.

T. That is right; but you see I have used only the first and the last letters of the word in writing it. This is a short way of writing a word, and is called an *abbreviation*. What other word is abbreviated?

P. The word *General*.

T. Yes; and in abbreviating it, I have used only the first three letters. Is there any other abbreviation in the sentence?

P. The word *Mistress* is abbreviated.

T. Correct. You see that in making this abbreviation I have used the first, fifth, and last letters only. Remember that a period should be placed after an abbreviation.

EXERCISES.

Write the following abbreviations and their equivalents :

Dr. Doctor.

Esq. Esquire.

Mr. Mister.

Gov. Governor.

Cr. Credit.

Rev. Reverend.

<i>St.</i> Saint or Street.	<i>Hon.</i> Honorable.
<i>Mt.</i> Mount.	<i>Prof.</i> Professor.
<i>Bp.</i> Bishop.	<i>Pres.</i> President.
<i>Col.</i> Colonel.	<i>Mrs.</i> Mistress.
<i>Gen.</i> General.	<i>Atty.</i> Attorney.
<i>Maj.</i> Major.	<i>Capt.</i> Captain.
<i>Lieut.</i> Lieutenant.	<i>Supt.</i> Superintendent.
<i>Co.</i> Company.	<i>Clk.</i> Clerk.

NOTE.—Abbreviations generally begin with capital letters.

EXERCISES.

Make the proper abbreviations in the following sentences :

1. Colonel Knapp has removed to Saint Louis. 2. John Sullivan, Esquire, is not a member of the firm of Sullivan, Metz & Company. 3. Superintendent Furness lives on Elm Street, next door to Doctor Cass. 4. Mistress Whipple is a sister of Professor Clark. 5. Mister Jones and President Johnson are now at Mount Washington.

Correct the following sentences :

1. Mr Curran and Esq Hanson are the guests of Proff. Cutter. Govr. Clinton is now in St Louis. 3. Do you know Genl Worthington? 4. He wrote his name, Eli Wirth, Esq Clrk. 5. Did you ever hear the Rev Dr Storrs preach?

II.

Teacher. (*Writes*) "Wm. Jones, Esq., lives in Brooklyn, N. Y." In what state does this gentleman live?

A pupil. He lives in the state of New York.

T. Correct. The abbreviation for *New York* is "N. Y.," the first letter of each word being used. (*Writes*) "N. B.

Doors open at 7 o'clock P. M." "N. B." is equivalent to *take notice*, and "P. M." is equivalent to *afternoon*. These letters are the initials, or first letters, of Latin words. These are not all the ways in which abbreviations are made; but they are as many as you need remember.

EXERCISES.

Write the following abbreviations and their equivalents :

<i>A. M.</i> Forenoon.	<i>A. D.</i> In the year of our Lord.
<i>B. C.</i> Before Christ.	<i>C. H.</i> Court House.
<i>U. S.</i> United States.	<i>C. O. D.</i> Collect on Delivery.
<i>M. C.</i> Member of Congress.	<i>Bbl.</i> Barrel.
<i>M. D.</i> Doctor, or Physician.	<i>Lb.</i> Pound.
<i>P. O.</i> Post Office.	<i>Hhd.</i> Hogshead.
<i>P. S.</i> Postscript.	<i>No.</i> Number.
<i>R. R.</i> Railroad.	<i>Ult.</i> The last month.
<i>M.</i> Noon.	<i>Prox.</i> The next month.

NOTE.—"A. M.", when placed after the name of a person, is equivalent to *Master of Arts*; "P. M.", when written or printed in a similar manner, is equivalent to *Post Master*.

Write the abbreviations for the days of the week.

Write the abbreviations for the months of the year.

Write the abbreviations for the States of the Union.

Make the proper abbreviations in the following sentences :

1. Take notice.—These lots are for sale. 2. Joel Phelps, Member of Congress, is now in Nevada. 3. The Narrow Gauge Railroad is nearly finished. 4. Send the goods by express, and collect on delivery. 5. We arrived at 12 o'clock, noon. 6. I was in Chicago on the second day of the last month.

Correct the following:

1. The meeting will be held on the 2d prox, at 10 a m.
2. p. s.—Shall I send your goods by the New York Central r. r.?
3. How many lbs of sugar did you buy?
4. The letter was sent to Washington c. h.
5. The p. o. is closed at 7 p. m.

NOTE.—The abbreviations for weights and measures, as well as ult. and prox., should begin with small letters unless they stand alone, or at the beginning of sentences. In some cases, small letters may be used as the abbreviations for forenoon and afternoon.

III.

Teacher. (*Writes*) "Do n't kill the birds." Can you tell me what mark I have used between *n* and *t* in writing do n't?

A pupil. I can not.

T. I have used what is called the *apostrophe*. In an abbreviation or contraction it shows that one or more letters have been omitted. (*Writes*) "'Tis almost noon." What letter have I omitted in writing this sentence?

P. You have omitted the letter *i*.

EXERCISES.

Tell what letters are omitted in the contracted words in these sentences:

1. Is n't that horse lame.
2. I do n't know.
3. I told 'em not to go.
4. We came from o'er the sea.
5. I'll not go with you; I'm not well.
6. We're going home.
7. I've just come from New Orleans.
8. We'll help you.
9. They're playing ball in the park.
10. Are n't those men sailors?
11. The corporal said, "'Bout, face."

18. Quotation Marks.

Teacher. (*Writes*) Alma said, "I am going to hunt flowers in the woods," and ran out of the door. You see that I place these marks (") before the words which Alma used, and these (") after them. Can you tell me why I do that?

A pupil. I can not.

T. I do it because the words between these marks are the exact words which Alma used. Whenever we quote the exact words of another, in writing, we should use these marks as I have used them. They are called *quotation marks*. The quotation should begin with a capital letter.

P. Should we always use them when we tell what a person says?

T. By no means. Never use them unless you quote the exact language of another. (*Writes*) Mary said that she would go with Alma. You see that I do not use quotation marks in this sentence. I do not quote the exact language which Mary used.

EXERCISES.

Use quotation marks and capital letters properly in these sentences:

1. Will you come into my parlor, said the spider to the fly. 2. The man yawned, and said, how sleepy I am. 3. Did your mother send you, said the merchant gruffly. 4. Go then, said the ant, and dance winter away. 5. The pupils kept repeating, four times three are twelve, four times three are twelve, for at least three minutes. 6. Fast bind, fast find, is a good motto. 7. Our orders were, be ready to start at 4 A. M. 8. How far is it to Camden, asked the stranger.

19. Picture Lessons.

I.



NOTE.—The answers to the questions in this and the following exercises, should first be given orally, and then written, by all the pupils, on slates or slips of paper. The teacher should write a few of the answers on the black-board, to show how the work ought to be done.

Teacher. (*To a pupil*) What do you see in this picture?

Pupil. I see a boy and a girl in the picture.

T. (*To another pupil*) What do you see?

P. I see a bird in the picture.

T. (*To a third pupil*) What do you see?

P. I see a bird's nest in the picture.

T. (*To a fourth pupil*) What do you see?

P. I see a part of a tree in the picture.

T. How many sentences have you written?

P. We have written four sentences.

T. Can not some one, in a single sentence, use the names of all the objects referred to in these four sentences?

A pupil. I can. "I see a boy and a girl, a bird, a bird's nest, and a part of a tree in the picture."

T. Well done. You may all erase the sentences which you have written, and in their place write this one. What are the girl and the boy doing?

P. The girl is looking at the bird's nest, and the boy is looking at the bird.

T. Where is the bird's nest?

P. The nest is on the branch of a tree.

T. Where is the bird?

P. The bird has just left the nest and is flying away.

T. Why is the bird flying away?

P. It is flying away because it is afraid of the boy and the girl.

T. Do you think they will rob the nest?

P. I do not think they will rob the nest, for they look like good children.

T. (*To a pupil*) You may read what you have written.

P. (*Reads*) "I see a boy and a girl, a bird, a bird's nest, and a part of a tree in the picture. The girl is looking at the bird's nest, and the boy is looking at the bird. The nest is on the branch of a tree. The bird has just left the nest, and is flying away. It is flying away because it is afraid of the boy and the girl. I do not think they will rob the nest, for they look like good children."

T. That is a nice little composition, is it not? It is made up, as you see, of the answers to the questions which I have asked about the objects in the picture. You may now copy it neatly in your composition book.

II.



The teacher asks questions about the objects in this picture, similar to those in the preceding lesson. The following sentence contains the names of all the objects seen: "I see a fox, a goose, a fence, a boy, a hill, and a house in the picture."

Teacher. What is the fox doing?

A pupil. The fox is running off with the goose.

T. Where is the house?

P. The house is behind the hill.

T. What is the boy doing?

P. The boy is running after the fox, but I do not think that he will catch him.

T. What will the fox do with the goose?

P. The fox will take the goose to his hiding-place and eat it.

T. Frank, you may read what you have written.

Frank. (*Reads*) "I see a fox, a goose, a fence, a boy, a hill, and a house in the picture. The fox is running off

with the goose. The house is behind the hill. The boy is running after the fox, but I do not think that he will catch him. The fox will take the goose to his hiding-place and eat it."

III.



Teacher. Willie, tell me every thing that you see in this picture.

Willie. I see a dog, six rats, a spade, and a broom in the picture.

T. What is the dog doing?

A pupil. The dog is killing a rat.

T. How many rats has he killed already?

P. He has killed one and perhaps two already.

T. What are the rest of the rats trying to do?

P. The rest of the rats are trying to get away from him. One of them is climbing the broom.

T. Will the dog catch it?

P. The dog will catch it; for it can not climb the handle of the broom, it is so smooth.

T. Where do rats live?

P. Rats live in houses, barns, stables, in holes which they dig in the ground, and sometimes in stacks of hay and straw.

T. What harm do they do?

P. They eat or destroy grain, and the food which is put away in the pantry, when they can get at it.

T. Edwin, you may read what you have written.

Edwin. (*Reads*) "I see a dog, six rats, a spade and a broom in the picture. The dog is killing a rat. He has killed one and perhaps two already. The rest of the rats are trying to get away from him. One of them is climbing the broom. The dog will catch it; for it can not climb the handle of the broom, it is so smooth. Rats live in houses, barns, stables, in holes which they dig in the ground, and sometimes in stacks of hay or straw. They eat or destroy grain, and the food which is put away in the pantry, when they can get at it."

20. The Verb.

I.

Teacher. (*Writes*) "The horse trots." Which word in this sentence tells what the horse is doing?

Pupils. *Trots* tells what the horse is doing.

T. (*Writes*) "The boy sleeps." Which word in this sentence tells what the boy is doing?

P. *Sleeps* tells what the boy is doing.

T. There are a great many words which tell what dif-

ferent objects do. When such words are used with the names of objects, they generally affirm something of those objects. Do you know what *affirm* means?

P. We do not.

T. Affirm means to *say*. These words *say* something of objects. Now, a word which affirms something of an object, or tells what it does, is called a *verb*. Can you tell me, then, what a verb is?

A pupil. *A VERB is a word that affirms something.*

T. Write that answer on your slate, and commit it to memory. Remember that a verb does not always express action. It sometimes denotes *being*; as, I am;—or *state*; as, I sleep.

EXERCISES.

Affirm the following verbs of appropriate objects:

Sail, look, quarrel, hunt, snarl, gobble, scratch, scream, cry, buzz, whisper, limp, neigh, whine, stand, dream, mow, reap, loiter, roar, bloom, pur, fight, whistle, jump, study, learn.

MODEL.—Vessels *sail*.

Tell what the following objects do:

Birds, horses, hens, geese, turkeys, rabbits, trees, scholars, farmers, merchants, cats, vessels, flowers, winds, houses, cows, sheep, doves.

MODEL.—Birds *fly*.

Point out the nouns and verbs in the sentences you have written.

II.

Teacher. (*Writes*) "Horses eat oats." What word, in this sentence, is used to show what horses eat?

A pupil. The word *oats* shows what horses eat.

T. To what class of words does *eat* belong?

P. *Eat* is a verb, because it affirms something.

T. Correct. *Oats* is said to complete the meaning of the verb *eat*. It is the name of the object upon which the action of eating is performed. For that reason it is called the *object* of *eat*. The object of a verb is not always a single word; it is sometimes a group of words. Now tell me what the object of a verb is.

A pupil. *The OBJECT of a verb is a word or group of words which completes its meaning.*

T. Each may write that answer, and commit it to memory. An object is always a modifier. Do not suppose, however, that every verb is followed by an object, for some verbs do not require objects to complete their meaning.

EXERCISES.

Point out the objects in these sentences:

1. Henry struck William. 2. Alice will learn her lesson.
3. Cats catch mice. 4. John wrote a letter. 5. Caleb bought a book. 6. The dog killed a sheep.

Write sentences using these words as objects:

Squirrels, potatoes, hill, trees, bread, cars, sugar, wood, cloth, elephant, boats, door, moon, ball, sun, wheat.

MODEL.—Boys hunt *squirrels*.

SUGGESTION.—The teacher should now call attention to the fact that *can*, *may*, *could*, *would*, etc., when used as auxiliaries, form a part of the verb.

21. Incorrect Language.

CAUTION I.—Do not use *aint* for *is not* or *am not*; *haint* for *has not* or *have not*; or *'taint* for *it is not*.

Ex.—1. I aint well this morning. 2. He aint my uncle. 3. 'T aint right to be idle. 4. Haint you been to town to-day? 5. Why haint he built the fire?

CAUTION II.—Do not use *done* for *did*; *went* for *gone*; *saw* for *seen*; nor *seen* for *saw*.

Ex.—1. I done what you told me to do. 2. John has went home; he aint well. 3. We have not saw the sun since last Monday. 4. I seen Eli hiding behind the school-house. 5. Henry done the mischief; I seen him.

22. The Adjective.

I.

Teacher. (*Writes*) "Oranges are sweet." What word in this sentence describes *oranges*?

Pupils. The word *sweet* describes oranges.

T. That is right. *Sweet* is a word used to denote that oranges possess a certain quality. (*Writes*) "Ripe oranges are sweet." What other word, in this sentence, describes oranges by denoting a quality?

P. The word *ripe*.

T. To what class of words does *oranges* belong?

P. It is a noun, because it is a name.

T. (*Writes*) "That orange is ripe." What word, in this sentence, is used to point out *orange*?

P. The word *that*.

T. (*Writes*) "Henry bought five oranges." What word, in this sentence, is used to denote the number of oranges that Henry bought?

P. The word *five*.

T. Words which denote the quality of nouns, which point them out or denote their number, are said to *modify* them. Such words are called *adjectives*. What, then, is an adjective?

A pupil. An **ADJECTIVE** is a word used to modify a noun.

T. Write that answer on your slates, and commit it to memory. Remember that the adjectives *a*, *an*, and *the* are called *articles*.

EXERCISES.

Point out the adjectives in these sentences:

1. Vinegar is sour. 2. Quinine is bitter. 3. Studious pupils learn long lessons. 4. Good boys are beloved. 5. The day is cool. 6. That house is old. 7. Grass is green. 8. Gold is yellow. 9. I have a square box. 10. Ice is cold.

Tell what nouns these adjectives modify.

MODEL.—"Vinegar is sour." *Vinegar* is modified by *sour*.
 "That house is old." *House* is modified by *that* and *old*.

II.

Teacher. (*Writes*) "Good scholars are happy." What words, in this sentence, modify *scholars*?

Pupils. The words *good* and *happy*.

T. Is *good* placed before or after *scholars*?

P. It is placed before *scholars*.

T. Where is the word *happy* placed?

P. It is placed after *scholars*.

T. Where, then, may adjectives be placed?

P. Adjectives may be placed before and after nouns.

T. (*Writes*) "A ball is round." What word is placed between *ball* and *round*, in this sentence?

P. *Is* is placed between *ball* and *round*.

T. When the word *is*, or some similar word, is placed between a noun and an adjective which modifies it, the adjective is said to be *affirmed* of the noun. The word which is placed between them is a verb.

EXERCISES.

Write the following adjectives before appropriate nouns:

Large, this, small, square, that, round, heavy, light, a, an, the, smooth, rough, ten, muddy, clear, four, seven, these, those, red, blue, green, yellow, cold, warm, dry, wet, sweet, pretty, old, young.

MODELS.—A *large* table. *That* book. *Ten* dogs.

Write the following adjectives after appropriate nouns:

Dark, light, clear, cold, pleasant, sound, rotten, straight, crooked, level, broad, narrow, beautiful, ugly, cross, happy, wise, selfish, wicked, soft, hard.

MODEL.—The night is *dark*.

NOTE.—Adjectives may also be written before the nouns in these sentences.

23. Incorrect Language.

CAUTION I.—Do not use *this here* for *this*; *that're* for *that*; or *them* for *those*.

Ex.—1. Does *this here* book belong to you. 2. No; *that're* book is mine. 3. Put *them* cherries in *this here* basket. 4. Give me one of *them* apples.

CAUTION II.—Do not use *these* or *those* before a noun which denotes but one object.

Ex.—1. I do n't like *these* sort of people. 2. He bought a peck of *those* kind of apples.

CAUTION III.—Do not use *a* before vocal sounds, or *an* before subvocals and aspirates.

Ex.—1. He has *an* hundred horses. 2. This is *a* open country. 3. Mr. Sadler is *a* honest man. 4. He is *a* universal favorite.

24. Subject and Predicate.

I.

Teacher. (*Writes*) "Ice is cold." What word, in this sentence is the name of the object about which something is affirmed?

Pupils. The word *ice*.

T. This word is called the *subject* of the sentence, because it is that of which something is affirmed. Can you now tell me what the subject of a sentence is?

A pupil. *The SUBJECT of a sentence is that of which something is affirmed.*

T. Write that answer, and commit it to memory.

EXERCISES.

Point out the subjects of these sentences :

1. Henry is a good boy.
2. Rain falls.
3. I am hungry.
4. George has a new sled.
5. Clarence was not at school yesterday.
7. Our house was burned last night.
8. The two burglars escaped.

II.

Teacher. (*Writes*) "Ice melts." What word, in this sentence, affirms something of *ice*?

Pupils. The word *melts*.

T. This word is called the *predicate* of the sentence, because it is that which is affirmed of the subject. What, then, is the predicate of a sentence?

A pupil. *The PREDICATE of a sentence is that which is affirmed of the subject.*

T. Write that answer, and commit it to memory.

EXERCISES.

Point out the predicates of these sentences :

1. George whispered. 2. The wind blows. 3. The lightning flashed. 4. Fire burns. 5. The farmer plows. 6. Flowers bloom. 7. Turkeys gobble. 8. I write. 9. He studies. 10. The baby sleeps. 11. She dreamed.

III.

Teacher. (*Writes*) "Ice is cold." What word is the predicate in this sentence?

Pupils. The word *cold*.

T. Yes; *cold* is the predicate. The word *is* joins it to the subject. This word is called the *copula*, because it *links*, or joins, the predicate to the subject — and copula means link. Many other words beside *is* are used as copulas.

Remember that when the predicate is a noun, a word used instead of a noun, or a word denoting quality, it is joined to the subject by a copula.

EXERCISES.

Point out the copulas in these sentences :

1. Ellen is sick. 2. The weather was warm. 3. The boys were noisy. 4. I shall be glad. 5. A cat is an animal. 6. Nellie will be tardy. 7. John should be careful. 8. The road may be muddy.

NOTE. — The teacher should be careful, in these exercises, to call attention to the fact that *will be*, *may be*, etc., are copulas. He should also write sentences containing different forms of the copula on the blackboard, and use them as additional exercises.

Point out the subjects and the predicates in these sentences :

1. Boys learn. 2. Grass grows. 3. I work. 4. Vessels sail. 5. Dogs growl. 6. Pupils study.

MODEL.—Birds fly. *Birds* is the subject; *fly*, the predicate.

Point out the subjects, the predicates, and the copulas in these sentences :

1. The weather is warm. 2. Mother was sick. 3. Apples will be cheap. 4. We may be glad. 5. Sugar is sweet. 6. He should be sorry.

MODEL.—Vinegar is sour. *Vinegar* is the subject; *sour*, the predicate; *is*, the copula.

Point out the subjects, the predicates, and the objects in these sentences :

1. Pupils study lessons. 2. Horses draw wagons. 3. Merchants sell goods. 4. Farmers plow the ground. 5. The girl made a bouquet.

MODEL.—Helen studies botany. *Helen* is the subject; *studies*, the predicate; *botany*, the object.

Point out the subjects, the predicates, the objects, and the adjectives in these sentences :

1. Deep snow covers the ground. 2. We can learn hard lessons. 3. A cross dog will bite a stranger. 4. I like good children.

MODEL.—That man sells old clothes. *Man* is the subject; *sells*, the predicate; *clothes*, the object. *Man* is modified by *that*; *clothes*, by *old*.

Write five sentences, using verbs as predicates.

MODEL.—Corn grows in the field.

Write five sentences, using nouns as predicates.

MODEL.—Wheat is a vegetable.

Write five sentences, using adjectives as predicates.

MODEL.—Chalk is white.

25. The Participle.

Teacher. (*Writes*) "I saw Cyrus playing." Point out the subject, the predicate, and the object in this sentence.

Pupils. *I* is the subject; *saw*, the predicate; *Cyrus*, the object.

T. That is correct. What can you say of the word *playing*?

P. *Playing* tells what Cyrus is doing.

T. Yes; but it does not *affirm* any thing. It expresses action like a verb, but modifies *Cyrus* like an adjective. It partakes of the nature of a verb and an adjective. For that reason it is called a *participle*, which means *partaking of*.

Some participles partake of the nature of a verb and a noun. Can you now tell me what a participle is?

A pupil. A PARTICIPLE is a word which partakes of the nature of a verb and of an adjective or a noun.

T. Write that answer. It is a long definition, but I wish you would commit it to memory. What are the last three letters of the word *playing*?

P. They are *i-n-g*.

T. The participle that ends in *ing*, is called the *present participle*. It denotes that the act expressed by it is *continuing*. Tell me, now, what the present participle does

A pupil. The PRESENT PARTICIPLE denotes *continuance*.

T. (*Writes*) "I saw the letter written." Can you tell me which word in this sentence is a participle?

P. I think I can. *Written* is a participle.

T. Why?

P. Because it shows that something was done, like a verb, and it modifies *letter*.

T. Very good. It is a participle, and denotes that the act of writing is *completed*. It is called a *perfect participle*. Tell me what a perfect participle denotes.

A pupil. *The PERFECT PARTICIPLE denotes completion.*

T. Correct. It usually ends in *d* or *ed*; but sometimes in *en*, *n*, *t*, or other letters. There is another participle. It is formed by placing *having*, *being*, or *having been* before a perfect participle, and is called the *compound participle*. *Being seen*, *having seen*, and *having been* are compound participles.

Point out the participles in the following sentences :

1. A man was plowing in the field. 2. A boy was seen fishing for eels. 3. We picked up drift-wood left on the shore. 4. Being fatigued, we sat down to rest. 5. Having paid for our tickets, we entered the cars.

Point out the subjects, the predicates, the copulas, and the modifying words in these sentences :

1. I saw a house burning. 2. The bird was flying. 3. The letter was written. 4. The boy being punished was a truant.

MODEL.—We saw four men fishing. *We* is the subject; *saw*, the predicate; *men*, the object. *Men* is modified by *four* and *fishing*.

26. The Adverb.

I.

Teacher. (*Writes*) "The rain falls gently." What word tells how the rain falls?

Pupils. *Gently* tells how the rain falls.

T. What kind of word is *falls*?

P. *Falls* is a verb.

T. Why?

P. Because it affirms something.

T. The word *gently* modifies *falls*. A word that modifies a verb is called an *adverb*. What kind of word, then, is *gently*?

P. It is an adverb.

T. Why?

P. Because it modifies a verb.

EXERCISES.

Point out the adverbs in the following sentences:

1. The moon rose slowly.
2. Our dogs barked furiously.
3. The young man walked rapidly through the park.
4. I will leave you presently.
5. I live here.
6. Do you live there?
7. Will you go now?
8. The babe smiled sweetly.

Point out the nouns in these sentences. The pronouns. The verbs. The adjectives.

Write five sentences, each of them containing a noun, a verb, an adjective, and an adverb.

Write five sentences, each of them containing a pronoun, a verb, and an adverb.

II.

Teacher. (*Writes*) "Very large drops of rain fell." What word tells how large the drops of rain were?

Pupils. The word *very*.

T. What kind of word is *large*?

P. Large is an adjective.

T. Why?

P. Because it modifies a noun.

T. What noun does it modify?

P. It modifies *drops*.

T. (*Writes*) "The rain fell quite fast." What word tells how fast the rain fell?

P. The word *quite*.

T. What kind of word is *fast*?

P. It is an adverb.

T. Why?

P. Because it modifies a verb.

T. What verb does it modify?

P. It modifies *fell*.

T. A word that modifies an adjective or an adverb is called an *adverb*. What kind of word is *quite*?

P. Quite is an adverb.

T. Why?

P. Because it modifies an adverb.

T. How many kinds of words may an adverb modify?

P. Three kinds: the verb, the adjective, and the adverb.

T. It may modify a participle also. Can any one tell me what an adverb is?

A pupil. *An ADVERB is a word that modifies a verb, an adjective, a participle, or an adverb.*

T. Write that answer on your slates, and commit it to memory.

EXERCISES.

Point out the adverbs in these sentences:

1. Then all was hushed. 2. Presently a cloud rose in the west. 3. I like my school very much. 4. The storm was exceedingly violent. 5. The king was again enraged. 6. Here your neighbor pulls your sleeve gently. 7. Jane is a very good girl, and we love her dearly.

Substitute adverbs for the dashes in these sentences:

1. It is—cold—. 2. Henry is—sick. 3. —idle boys—learn long lessons. 4. The wind blows—. 5. The ice is—

four feet thick. 6. She spake—to me. 7. I am—comfortable. 8. The wind blew—hard that we could—keep our feet.

Point out the nouns, the verbs, the pronouns, and the adjectives in the following sentences :

1. A hungry horse eats oats greedily. 2. That old man is very poor. 3. The warm rain falls gently. 4. I shall soon learn my spelling lesson. 5. A very large orange costs five cents.

Point out the subjects, the predicates, the objects, the adjectives, and the adverbs in these sentences.

MODEL.—That large boy can write a letter rapidly. *Boy* is the subject; *can write*, the predicate; *letter*, the object. *Boy* is modified by *that* and *large*; *letter*, by *a*; *can write*, by *rapidly*.

NOTE.—The pupil need not now be taught that the object is a modifier of the predicate. Should any teacher prefer to do so, the following model may be used: "*Boy* is the subject; *can write*, the predicate. *Boy* is modified by *that* and *large*; *can write*, by *letter*, the object, and by *rapidly*. *Letter* is modified by *a*."

27. Incorrect Language.

CAUTION I.—Do not use *adjectives* as *adverbs*.

EX.—1. Emma dresses neat. 2. He speaks very distinct. 3. I am tolerable well. 4. You ought to read slower. 5. I am that tired I can scarce walk.

CAUTION II.—Do not say, *I do n't see nothing*, *do n't tell nobody*, etc.

EX.—1. I do n't want nothing to-day. 2. We did n't find no chestnuts. 3. John do n't feel no better than he did yesterday. 4. Do n't tell nobody nothing about it.

28. The Pronoun.

Teacher. (*Writes*) "Ann put Ann's book on Ann's desk."
Is this a correct sentence?

Pupils. It is not.

T. How should it be written?

P. It should be written, *Ann put her book on her desk.*

The teacher writes this sentence on the blackboard, and the pupils copy it on their slates.

T. What word is here used instead of *Ann's*?

P. *Her* is used instead of *Ann's*.

T. This word *her* is called a *pronoun*, which means *instead* of a noun. All words used instead of nouns are *pronouns*. (*Writes*) "I heard you tell him." What words, in this sentence, are pronouns?

P. *I*, *you*, and *him* are pronouns.

T. Why?

P. Because they are used instead of nouns.

T. (*Writes*) "They have lost their places." What words, in this sentence, are pronouns?

P. The words *they* and *their*.

T. What is a pronoun?

A pupil. A PRONOUN is a word used instead of a noun.

T. Write that answer on your slates, and commit it to memory.

EXERCISES.

Point out the pronouns in these sentences:

1. Your father is my uncle. 2. His cows are in our pasture. 3. It was the dog that died. 4. She lost the book which he gave her. 5. It can not find its mate. 6. He told us who they are. 7. I, myself, was with him.

Substitute pronouns for the dashes in these sentences :

1. John has—kite. 3. —hat was on—desk. 3. Did—see the boy—was hurt? 4. —did not see—, but—sister did. 5. Lend— —pen. 6. —say—is—brother. 7. —has lost— parasol.

Point out the nouns in these exercises. The verbs. The adjectives. Write five sentences, each of them containing a pronoun and a verb. Write five sentences, each of them containing a pronoun, a verb, and a noun.

Write five sentences, each of them containing a pronoun, a verb, a noun, and an adjective.

Write five sentences, using nouns as subjects.

MODEL.—Three men fell from the bridge.

Write five sentences, using pronouns as subjects.

MODEL.—He measured the ground.

29. Incorrect Language.

CAUTION I.—Do not use improper forms of pronouns.

Ex.—1. Is that house your'n? 2. He took my cap and left his'n. 3. This is not my desk; it is her'n. 4. You'uns are falling behind. 5. We'uns have our lessons.

CAUTION II.—The pronoun *you* should precede *he*, *she*, or *they*, and *he*, *she*, or *they* should precede *I* or *we*.

Ex.—1. She and you are sisters. 2. They and you are in the same school. 3. I and you will go home now. 4. We and he went fishing.

CAUTION III.—Do not use *him*, *me*, or *her* as the subject or the predicate of a sentence.

Ex.—1. Her and me are going to St. Louis. 2. It is me. 3. Him and you are truants. 4. It is her. 5. You and him and me were tardy yesterday.

CAUTION IV.—Do not use *which* to represent persons, or *who* or *whom* to represent animals, objects without life, or children not referred to by name.

Ex.—1. The man which you saw is my father. 2. Have they found the child who was lost? 3. I love all which speak the truth. 4. Was that your dog who was killed? 5. Did you see the poor old man which was here? 6. Eli, which was our classmate last term, has left school. 7. Henry bowed to the children whom he met.

30. Possessives.

I.

Teacher. (*Writes*) "Frank reads his books." What word tells who owns the books that Frank reads?

Pupils. The word *his*.

T. To what class of words does *his* belong?

P. *His* is a pronoun.

T. Why?

P. Because it is used instead of *Frank's* name, which is a noun.

T. (*Writes*) "Frank reads good books." What word modifies *books*, in this sentence?

P. The word *good*.

T. What is *good*?

P. *Good* is an adjective.

T. Why is it an adjective?

P. Because it modifies a noun.

T. *His*, in the first sentence, also modifies a noun like an adjective. It shows that Frank owns the books; and because it does that, it is said to be in the *possessive case*. Possessive means *denoting ownership*. Pronouns in the possessive case are called *possessives*.

EXERCISES.

Point out the possessives in the following sentences :

1. Her mother is his aunt. 2. The bird is in its nest.
3. The men sat in their wagon. 4. I have sold my farm.
5. Our teacher is kind. 6. Your father is my uncle. 7. Do you know whose hat this is ?

II.

Teacher. (*Writes*) "John's hat is lost." What word tells whose hat is lost ?

Pupils. The word *John's*.

T. To what class of words does *John's* belong ?

P. *John's* is a noun, because it is a name.

T. (*Writes*) "His hat is lost." What word tells whose hat is lost ?

P. The word *his*.

T. What is this word ?

P. It is a pronoun in the possessive case.

T. What do we call such a pronoun ?

P. We call it a possessive.

T. *John's* is used precisely like *his*. What kind of word is *John's* ?

P. It is a possessive.

T. That is right. It is a noun in the possessive case. This mark ('), called an apostrophe, is used to show that a noun is a possessive. Remember three things :

I. When the noun denotes but one object, the letter *s* follows the apostrophe; thus, (*'s*), as in *John's*.

II. When the noun denotes more than one object, and ends with *s*, the apostrophe alone is used, as in *ladies'*.

III. When the noun denotes more than one object, and does not end with *s* or *x*, the apostrophe is usually followed by *s*, as in *men's*.

NOTE.—The teacher should illustrate these rules by writing appropriate examples of plural nouns in the possessive case on the blackboard. The examples should always be used in sentences. Show, also, that the apostrophe is never used in writing the possessive case of a pronoun, and that the possessive case sometimes denotes *kind*, and not *possession*.

EXERCISES.

Point out the possessives in the following sentences :

1. The horse's foot is lame. 2. The river's bank is high.
3. My father's brother is my uncle. 4. Her doll's dress is soiled.
5. Their boots were muddy. 6. Mr. Jones sells children's shoes.
7. The men's heads were uncovered. 8. We passed by the boys' play ground.

Point out the errors in the following sentences :

1. Alice' lesson is learned. 3. James saw a flag on the ox' horn.
4. We then went into the ladie's parlor. 5. The hook caught in the boys' coat.
6. The vessels sail's are spread. 7. The hawk is in it's nest.

Write three sentences, each containing a pronoun possessive.

MODEL.—Will you look at *my* writing?

Write three sentences, each containing a noun possessive.

MODEL.—Where is *Sarah's* bonnet?

Write three sentences, each containing a noun and a pronoun possessive.

MODEL.—Emma has *her* mother's muff.

III.

Teacher. (*Writes*) "The nest of the bird is very small." Can this sentence be written in any other manner?

A pupil. I should write it "The bird's nest is very small."

T. You would write it correctly. The group "of the bird," written after *nest* means the same as the word "bird's" placed before it. A group of words, beginning with "of," then, may be used instead of a possessive.

EXERCISES.

Substitute groups for the possessives in the following sentences :

1. The barn's roof was blown off.
2. A dog's bark was heard.
3. He took hold of the plow's handles.
4. The book's cover was scratched.
5. Daniel was in the lion's den.
6. There is a rat by the dog's kennel.

Substitute possessives for the groups beginning with "of" in the following sentences :

1. The hand of the boy was much hurt.
2. Do not go near the bank of the river.
3. The nest of the eagle was on a high tree.
4. The hunters came to the den of a tiger.
5. We saw the hut of a trapper.

31. Appositives.

Teacher. (*Writes*) "Mr. Bellows, the blacksmith, died yesterday." What word, in this sentence, points out or describes Mr. Bellows?

A pupil. The word *blacksmith*.

T. Yes; and it denotes that the blacksmith is the same person as Mr. Bellows. Because it points out Mr. Bellows, it is a modifier of a noun. What is *blacksmith*?

P. *Blacksmith* is a noun.

T. Then a noun may modify a noun, and not be a possessive. When a noun modifies another noun, and denotes the same person or object, it is called an *appositive*, or a *noun in apposition*.

Point out the appositives in the following sentences :

1. Mr. Stokes, the sexton, lives on Elm street. 2. Milton, the poet, was blind. 3. Stephenson, the engineer, lived in England. 4. Morse, the inventor of the telegraph, was an American. 5. Washington, the capital of the United States, is situated on the Potomac.

Write five sentences, each containing an appositive.

Point out the subjects, the predicates, the copulas, and the modifiers in these sentences :

1. Mr. Otis, the lawyer, is very sick. 2. His father knew my uncle. 3. Whang, the Chinese miller, acted foolishly. 4. My grandfather, the celebrated African traveler, was your father's uncle.

MODEL.—Your friend, the Italian, is my teacher. *Friend* is the subject; *teacher*, the predicate; *is*, the copula. *Friend* is modified by *your* and *Italian*; *Italian* is modified by *the*; *teacher* is modified by *my*.

Point out the possessives and the appositives in these sentences.

32. The Preposition.

Teacher. (*Writes*) "The horse ran over the bridge." What words tell where the horse ran?

A pupil. The words *over the bridge*.

T. What kind of word is *bridge*?

P. *Bridge* is a noun.

T. What kind of word is *ran*?

P. *Ran* is a verb.

T. The word *over* shows the relation between *bridge* and *ran*: the running was *over*, not *under*, the bridge. (*Writes*) "A brook runs under the bridge." Can you tell me what word shows the relation between *bridge* and *runs*?

P. *Under* shows the relation between *bridge* and *runs*.

T. (*Writes*) "The man had a load of apples." What word shows the relation between *apples* and *load*?

P. The word *of*.

T. What kind of words are *load* and *apples*?

P. They are nouns.

T. A word which shows the relation between a noun and some other word, is called a *preposition*. What, then, is a preposition?

A pupil. A PREPOSITION is a word used to show the relation between a noun and some other word.

T. Write that answer, and commit it to memory. Remember, also, that a group of words beginning with a preposition is called a *phrase*. Most phrases are modifiers.

Point out the prepositions and the phrases in the following sentences:

1. Chestnuts grow on trees. 2. I walked slowly in the garden. 3. The boys waded across the stream. 4. Did you come through the woods? 5. Mr. Perry usually buys ten pounds of coffee. 6. Will you walk into my parlor?

Point out the subjects, the predicates, and the modifiers in these sentences.

MODEL.—They drove rapidly through the park. *They* is the subject; *drove*, the predicate. *Drove* is modified by *rapidly*, and by the phrase *through the park*.

Write five sentences, each containing a phrase modifying a noun.

MODEL.—I heard the patter of the rain.

Write five sentences, each containing a phrase modifying the predicate.

MODEL.—The band marched up the street.

33. The Conjunction.

I.

Teacher. (*Writes*) "James and Henry are sick." What two words are used as the subject of this sentence?

A pupil. The words *James* and *Henry*.

T. What word joins them?

P. The word *and* joins them.

T. (*Writes*) "Emma or Jane will go with you." What word joins *Emma* and *Jane*?

P. The word *or* joins them.

T. (*Writes*) "We rode over the bridge, and down the valley." What are the phrases in this sentence?

P. *Over the bridge* and *down the valley*.

T. What word joins them?

P. The word *and*.

T. (*Writes*) "John is at school, but Frank is at home." What word joins the two statements in this sentence?

P. The word *but*.

T. The words *and*, *or*, and *but*, in these sentences, are used to join words or groups of words. They are called *conjunctions*. What, then, is a conjunction?

A pupil. A CONJUNCTION is a word used to join words or groups of words.

T. Write that answer, and commit it to memory.

Point out the conjunctions in the following sentences :

1. My brother and I are orphans. 2. Roses or pinks may be used in the wreaths. 3. Will you go, if I stay? 4. He can not go, for he is unwell. 5. That old man is rich, but he is very selfish and unhappy.

II.

Teacher. (*Writes*) "It is very warm. It is very dry. It is very dusty." How many sentences have I written?

Pupils. You have written three sentences.

T. How many times have I used the words *it*, *is*, and *very*?

P. You have used them three times.

T. When we were writing about objects seen in pictures, we found that we could name, in a single sentence, all the objects mentioned in four or five sentences. How did we do it?

A pupil. I remember. We used "I see" and "in the picture" but once.

T. How can we make a single sentence out of the three which I have written?

P. We will use *it*, *is*, and *very* but once.

T. Very good. What is the sentence?

P. "It is very warm, dry, and dusty."

T. What mark have you placed after *warm* and *dry*?

P. A comma, because three words of the same kind, when written together, should be separated by commas.

T. What word in your sentence is not in any one of the three sentences on the blackboard?

P. The word *and*.

T. What kind of word is it?

P. It is a conjunction.

Express the meaning of the following sentences in as few sentences as possible:

1. My dog is very old. He is very cross. His teeth are gone. 2. Art is long. Time is fleeting. 3. The water in the river rose rapidly. It overflowed its banks in less than an hour. It swept away a whole village. 4. We went down to the mill together. Each returned by himself. 5. It is growing dark. I think the sun has set.

34. Incorrect Language.

SUGGESTIONS. — The teacher should assist the pupil in correcting these exercises. In doing this, the use of technical terms ought to be avoided. The proper word or form of expression should be suggested, and the pupil required to write the corrected sentences in an exercise book.

1. I have got five marbles. 2. That house there ought to be painted. 3. A tramp come to our house for to get something to eat. 4. He did n't know where he was going to. 5. Will you just let me look at your writing?

6. My sister has went to San Francisco. 7. Has any one a pen they will lend me? 8. I have came to see you. 9. Is that all the far you have gone? 10. How is that 'ere sick man this morning? 11. Where is Arthur living at?

12. The cat has got in the pantry and ate the fish up. 13. I live to home now. 14. I guess you caught cold yesterday. 15. Where are you gwine to? 16. I are gwine to where my sister lives.

17. I knowed what you done there. 18. My bonnet is all wore out. 19. Esq. Jones has lots of stamps. 20. Put them apples in the wagon; I will tote 'em home. 21. John, he run, and the dog, he run.

22. It's so orful cold I'm almost froze. 23. If he sauces me, I'll go for him. 24. There is many kinds of peaches; these kind are the best. 25. When does school take up? 26. Is n't that word there writ wrong.

27. I have saw two men fighting this mornin'. 28. I done the work you give me to do. 29. I never see a more hungrier set than we was.

30. I aint well; m'aint I go home? 31. Wont you tote my basket for me? 32. John haint got no marbles; he sha'nt play.

Observe and correct your own language.

35. Picture Lessons.

IV.



Teacher. If you wished to tell me that you once took a walk by the bank of a river, and saw a boy fishing like the one in the picture, how would you begin your story?

A pupil. I should say, "When I was walking by the river, the other day, I saw a barefooted boy sitting on a log fishing."

T. Very well. What else would you say?

P. "He had just caught a fish, and was taking it off the hook when I passed by him."

T. Could you tell me any thing more?

P. Oh yes! "There were two fishes on a string which was fastened to the log. A box for bait was on the log near the boy. I talked with him some time. He told me that he was catching fish to sell, for his parents were poor."

T. Did he tell you any thing more about himself?

P. Yes, "He went to school in the winter; but had to work the rest of the year. When he could not find any work to do, he went fishing. A hotel keeper bought his fish, and he gave all the money to his mother."

T. Now read all that you have written.

V.



SUGGESTION.—The pupils have already been taught how to study pictures and describe them. Let them ask themselves questions about the objects in this picture, and write their answers. The teacher should make such corrections as may be necessary, in case the answers do not form a connected series.

Teacher. Tell me a story about these children. Ella, you may begin it.

Ella. "Clara and Susan came home from school, with their brother Silas, one afternoon, and found their mother very unwell. She told them that she wanted a cup of tea, but did not feel able to make a fire."

T. Sadie, you may tell what followed.

Sadie. "Silas did not say any thing, but put his school-books on a table and ran into the wood-shed to get some wood and a basket of kindlings."

T. That will do, Sadie. Henry, what did Clara and Susan do?

Henry. "Clara and Susan went into the kitchen, and while Clara was sweeping, Susan went to the well and drew a pail of water. She then filled the tea-kettle, and put it on the stove."

T. Edwin, you may finish the story.

Edwin. "The children made very little noise. A cup of tea was soon ready, and was carried into their mother's room. She thanked them for their kindness, and said, 'I don't think there are three better children in the world.' They then set the table for supper."

NOTE.—The parts of this story should first be told by different pupils, then all should write it, each making such changes and additions as may be thought appropriate. In fact, many pupils may prefer to write a story entirely different from the one given as a model. Let them do so, and assist them, by suggestions, in arranging the details.

Select other pictures, and encourage the pupils to write stories suggested by them.

VI.

Tell what you see in this picture. Give names to the boys, and tell why the one in the window is holding out his hand. Tell why the lady has a stick in her hand, and



whether she intends to whip the dog, the boy in the room, or the boy at the window.

Write a story about two boys and a dog, in which you tell why one of the boys or the dog was whipped.

Write a story about a boy that told a falsehood and was punished for it.

VII.



Tell what these children are doing. Give them names. Tell whether the two standing together are at home, or at the home of the little girl holding the doll. Tell how old you think the little girl is that has a basket on her arm.

Write a story about three children that played at keeping shop one afternoon.

Write a story about a brother and a sister that spent a day with their cousin who lived in the country. Tell what games they played.

Write a story about three little girls that were left alone at home one afternoon. Tell how they spent the afternoon.

Write a description of your play-house at home. Tell how large it is, and what playthings are

VIII.



Tell what this boy is doing. Why he holds his arms out. Why he is looking down. How far he is above the water. Why you think he is or is not a brave boy. Why boys ought not to be in dangerous places unless older people are with them. Why children should not lean out of windows or swing on the branches of trees.

Write a story about a boy that ran away from school, one morning, to play where some rough men were at work, and, when walking on a rail along the side of a dock, lost his balance and fell into the water.

Write a story about a girl that fell from a window and was nearly killed.

IX.



Tell what you see in this picture. Describe the relationship of the different persons. Tell whether they are going on a long journey or to a picnic. What is the lady saying to the children? Write a description of a trip on a railroad, introducing some or all of these persons.

X.

Teacher. What do you see in this picture?

A pupil. I see a little girl standing by a window.

T. What can be seen through the window?

P. Through the window can be seen a house, one large tree and many smaller ones, falling rain, and a rainbow.



T. Is a storm approaching the house where the girl is, or has it passed it?

P. A storm has passed over the house where the girl is.

T. Why do you think so?

P. I think it has, because water is running down the window panes, and we could not see the house or the rainbow so clearly, if it were raining.

T. Does the picture represent a morning or an evening scene?

P. The picture represents an evening scene.

T. Read what you have written.

XI.

Teacher. Look at the window frame. Does it not look like the frame of a picture?

A pupil. It is larger than any picture frame I ever saw.

T. That may be; but a great many paintings are much larger than this window. Now, I want you to imagine that a picture of what is seen through the window is painted on it. James, tell me what you see in the picture.

James. I see in the picture.

Questions should now be asked concerning the objects seen, and they should be expressed and arranged in such a manner that the answers will form a description of these objects, and of the actions of objects having life.

Require pupils to describe what can be seen through the windows and doors of the sitting room and parlor at home.

XII.

Teacher. We have been writing a long while about what can be seen in pictures, and through windows and doors. We will hereafter try to get along without frames for our pictures.

Stand before the door of the school-house; look carefully at all the prominent objects before you; then write a description of the objects seen.

Write, also, a description of any thing that may occur while you are looking at those objects.

Write descriptions of what can be seen from various places in the neighborhood, and of what may occur during your visits to those places.

36. Observation and Description.

The pupils are provided with lead-pencils and slips of paper, or with slates and pencils. The teacher says, "Watch me, after I shall have counted four, until I clap my hands; then write a description of what you see me do during that time. One, two, three, four."

The pupils watch the teacher, and write the descriptions required. The slates or slips of paper are then collected, the descriptions examined, and all necessary corrections made or suggested.

The actions performed should be few and simple, at first; but should increase in number and complexity as the pupils learn to observe actions carefully, and to describe them correctly. The exact order in which actions occur should be observed in the descriptions. No important or essential particulars should be omitted. Require an accurate and complete statement of facts—no more and no less.

As soon as the pupils can write the descriptions readily and accurately, the teacher may appoint monitors to conduct the exercises.

EXERCISES.

1. The teacher counts four, takes a book from the desk and puts it under his left arm, walks across the room, takes the book in his right hand and pretends to read, returns to the desk, turns to the right and faces the pupils, then claps his hands.

2. The teacher counts four, walks to a window, raises or closes it, returns to the platform, goes to the door and raps on it, turns to the right or the left and walks around the school room; on reaching the platform, he claps his hands.

3. The teacher counts four, places the forefinger of his right hand on his lips and pretends to be listening, walks

to a pupil and asks him a question in a loud voice; on receiving an answer, he goes to a window and taps on it with his finger, then returns to the platform, takes his seat, and claps his hands.

Correct the following exercises :

1. Our teacher counted fore, then he went acrost the floor to a dore and rapped twist on it, and then he shet the window, and then he asked a boy something, and then he turned round and clapped his hands.

2. Our teacher counted four. He took a pen in his hand. Laid it down. Then took a ruler from the desk. He walked to a window to shut it. It could not be shut. Then he walked to the door. He rapped on it. After that he turned round. He went to his desk. He clapped his hands

37. Writing from Memory.

Teacher. Listen while I read. Be very quiet and attentive.

HONEST PONTO.

Ponto was a brave and honest dog. He would never leave the house unguarded at night; but watched while the family slept.

One night some robbers tried to break into the house. Ponto attacked them, and drove them away, although he was shot at several times and badly wounded.

He was sometimes sent to the butcher's with a basket for meat. The butcher would wrap the meat in some paper, and put it into the basket. Ponto would then carry the basket home, and was never known to touch the meat.

One morning, Ponto went to the butcher's with his master, who bought him some meat for his breakfast. His master did not wait to see him eat it, but went to his office and began to write a letter.

Pretty soon he heard Ponto scratching at the door. On opening it, he saw him standing in the hall with a package in his mouth.

The butcher had wrapped the meat in a piece of paper to see what Ponto would do with it. Instead of tearing the paper off and eating the meat, he carried the package to his master.

It was a long time before he could be made to understand that the meat was intended for him. He seemed to think that he must not eat it because it had been wrapped in paper.

Teacher. Now, I want you to write all you remember of what I have read.

The pupils write: their work is then handed to the teacher for correction.

EXERCISES.

1. The teacher reads a short story: the pupils listen, and then reproduce it from memory. 2. The teacher permits the pupil to read a story or a description two or three times, then requires him to reproduce it entirely from memory.

3. Write a story similar to the one read by the teacher, that is, a story illustrating the same habit, custom, fault, quality, principle, etc. 4. Write descriptions of the appearance and actions of domestic animals—stories and descriptions read by the teacher being taken as models.

NOTE.—At first, the pupils should not be permitted to add any thing to the incidents of a story or the facts of a description. As soon as they can reproduce a story or a description readily, they may make such alterations and additions as seem appropriate.

38. Changing Verse into Prose.

Teacher. I will read a fable written in verse by Phoebe Cary.

THE CHICKEN'S MISTAKE.

1. A little downy chicken one day
Asked leave to go to the water,
For she saw a duck with her brood at play,
Swimming and splashing about her.
2. Indeed, she began to peep and cry,
When her mother would n't let her:
"If the ducks can swim there, why can't I;
Are they any bigger or better?"
3. Then the old hen answered, "Listen to me,
And hush your foolish talking;
Just look at your feet, and you will see
They were only made for walking."
4. But chicky wistfully eyed the brook,
And did n't half believe her,
For she seemed to say, by a knowing look,
"Such stories could n't deceive her."
5. And as her mother was scratching the ground,
She muttered lower and lower,
"I know I can go there and not be drowned,
And so I think I'll show her."
6. Then she made a plunge where the water was deep,
And saw too late her blunder;
For she had n't hardly time to peep
Till her foolish head went under.

T. You may now write this story, not in verse, but in your own language.

NOTE.—The teacher should explain the difference between verse and prose.

EXERCISES.

1. The teacher should read ballads, and require them to be changed into prose from memory. 2 The pupils should be permitted to read ballads, and then to change them into prose without quoting the language of the author. 3. Write a composition about keeping bad company, the thoughts being suggested by the following stanzas:

THE WHITE KITTEN.

1. My little white kitten now wants to go out
And frolic, with no one to watch her about;
 "Little kitten," I say,
 "Just an hour you may stay,
And be careful in choosing your places to play."
2. But night has come down when I hear a loud "mew;"
I open the door and my kitten comes through;
 My white kitten! ah me!
 Can it really be she—
This ill-looking and beggar-like cat that I see?
3. What ugly gray streaks on her side and her back!
Her nose, once as pink as a rose-bud, is black!
 Oh, I very well know,
 Though she does not say so,
She has been where white kittens ought never to go.
4. If little good children intend to do right,
If little white kittens would keep themselves white,
 It is needful that they
 Should this counsel obey,
And be careful in choosing their places to play.

A LEAP FOR LIFE.

1. Old Ironsides at anchor lay
 In the harbor of Mahon;
A dead calm rested on the bay,
 And the winds to sleep had gone;
When little Jack, the captain's son,
 With gallant hardihood,
Climbed shroud and spar, and then upon
 The main-truck rose and stood.
2. A shudder ran through every vein;
 All eyes were turned on high;
There stood the boy, with dizzy brain,
 Between the sea and sky.
No hold had he above, below;
 Alone he stood in air;
At that far height none dared to go;
 No aid could reach him there
3. We gazed, but not a man could speak;
 With horror all aghast;
In groups, with pallid brow and cheek,
 We watched the quivering mast.
The atmosphere grew thick and hot,
 And of a lurid hue,
As riveted unto the spot,
 Stood officers and crew.
4. The father came on deck—he gasped,
 “O God! Thy will be done!”
Then suddenly a rifle grasped,
 And aimed it at his son.
“Jump! far out, boy, into the wave,
 Jump, or I fire,” he said;

"This chance alone your life can save,
Jump! jump!" He was obeyed

5. He sunk, he rose, he lived, he moved;
He for the ship struck out;
On board we hailed the lad beloved
With many a manly shout,
His father drew, with silent joy,
Those wet limbs round his neck,
And folded to his heart the boy.
Then fainted on the deck.—*G. P. Morris.*

THE SQUIRREL AND THE CHESTNUTS.

1. "I pray you, good sir, do not molest me,"
Said a squirrel, from under an old chestnut tree;
"The winter is coming and I must prepare
For food and for shelter when the ground is all bare.
I have frolicked and played through the long summer's
But now I have something to do besides play: [day,
So, good sir, if you please, pray do not molest me,
While I gather the nuts from the old chestnut tree.
2. "I have made me a store-house just under the wall,
My hands they have formed and fashioned it all,
And when the wind roars, and the loud tempests beat,
I shall be quite as happy as a king on his seat.
No want shall I know, for in the snug corner there
Is just such a nest as I love to prepare;
And with food laid in store for full many a day,
I'll care not how rudely the winter winds play;
So, good sir, if you please, pray do not molest me,
While I gather the nuts from the old chestnut tree."
3. And thus spake the squirrel, as quickly he sprung
From the ground to the tree, and on the branch swung;

And my heart it replied, "I'll not molest you,
My dear little fellow, for you've something to do:
But a lesson I'll learn from thy prudence and care,
For I for the winter days, too, must prepare."
So fresh courage he took at these kind words from me,
And gathered the nuts from the old chestnut tree.

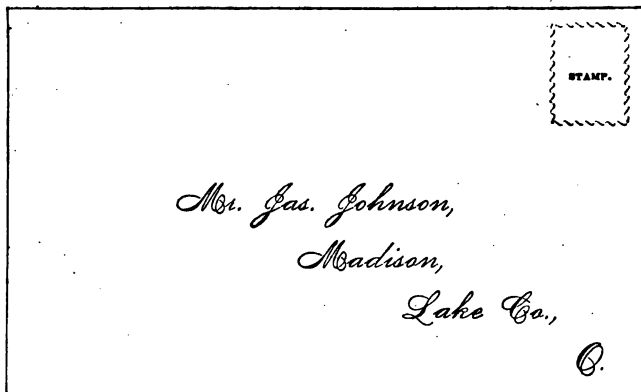
H. S. Washburne.

39. Letter Writing.

Teacher. (*Holding up a letter*) Can any one tell me what this is?

A pupil. It is a letter.

T. I will let you look at it. First, however, look at the superscription, or what is written on the envelope. You see that it looks like this:



The superscription of every letter ought to be written in a similar manner. Write the name and title of the person to whom the letter is to be sent a little below the middle of the envelope. Below this, and a little to the right of

the first letters of the name, write the name of the post-office. This is usually the name of some township, village, or city. The name of the county should be written below and a little to the right of the first letters of the name of the post office, and the abbreviation of the name of the state should be written in the lower right-hand corner of the envelope. The *top* of an envelope is that part containing the flap. A stamp should always be placed on the envelope, in the upper right-hand corner, before it is sent to the post-office to be mailed.

I will now open my letter. It is from an old friend. You see that the name of the city in which he lives, and the day of the month on which the letter was written, are placed near the top of the page. This part of a letter is called the *date*.

After writing the date, my name was written on the next line beneath, beginning about half an inch from the left side of the page, and the name of my post-office on the line below that. The words "Dear Sir" were written next, beginning about two inches from the left side of the page. This part of a letter is called the *address*. Some call "Dear Sir," "My Dear Friend," etc., when written in this way, the *introduction* or *complimentary address*. These words are, however, only a part of the address.

The *body of the letter*, which contains what the writer wished me to know, was then written; after that, the *signature*. The first word of the body of the letter was written under the last word of the address. Some begin this part of a letter farther to the right. The words "Yours truly" should begin a little to the left of the center of the line. Instead of these words, some prefer "Yours faithfully," "Very respectfully," etc. The signature should be written as legibly as possible. All attempts at "flourishes" should be avoided.

FORM OF A LETTER.

(DATE.)

Boston, Mass., June 1, 1875.

(ADDRESS.)

*Mr. Jas. Johnson,
Madison, O.**Dear Sir:*

(BODY OF LETTER.)

*I write this to inform
you that it is my intention to travel
for my health the coming summer, and
that I shall probably see you soon in
your western home.**Yours truly,*

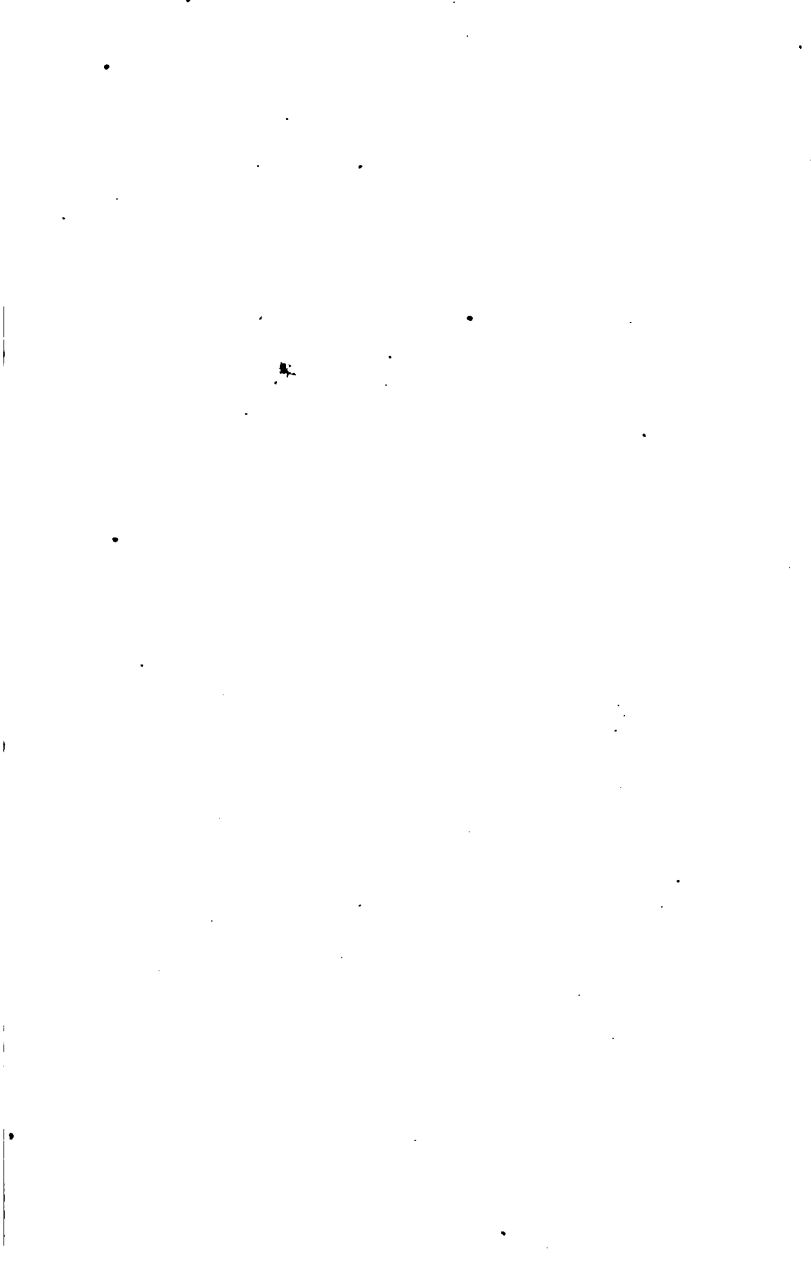
(SIGNATURE.)

Henry Hines.

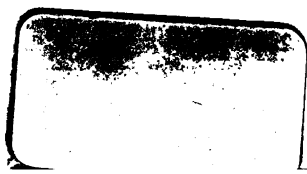
I have told you how to write a letter. When you have written one, bring it to me and I will show you how to fold it and put it into an envelope. You may now write me a letter in which you shall tell me what you intend to do next Saturday afternoon.

EXERCISES.

1. Write a letter to a school-mate, requesting the loan of a book. 2. Write a letter to your parents, describing your studies in school. 3. Write a letter criticising a composition written six months ago. 4. Write a letter to your cousin, inviting him, or her, to visit you. 5. Write a letter to any absent friend, about any subject that may interest you.







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